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UNIVERSITY OF ILLINOIS
AUG 1911
PRESIDENT'S OFFICE

College of New Rochelle

CATALOGUE

College of New Rochelle

Formerly the College of St. Angela

NEW ROCHELLE, NEW YORK

Founded by the Ursuline Order, July, 1904, for the Higher Education of Catholic Women

CATALOGUE, 1911-1912-1913

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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COLLEGE CALENDAR

1911

Examination for entrance.....September 13-15
College exercises begin at 5 P. M.....September 18
First Semester begins.....September 19
Feast of All Saints.....November 1
Feast of the Immaculate Conception.....December 8
Christmas vacation begins at noon.....December 21

1912

College exercises begin at 5 P. M.....January 3
Mid-year examinations begin.....January 22
Second Semester begins.....January 29
Spring vacation begins at noon.....April 6
Spring vacation ends.....April 14
Semester examinations .....June 10
End of Scholastic Year.....June 14
Examinations for entrance.....September 18-20
College exercises begin at 5 P. M.....September 23
First Semester begins.....September 24
Feast of St. Ursula.....October 21
Feast of All Saints.....November 1
Christmas vacation begins at noon.....December 20

1913

College exercises begin at 5 P. M.....January 5
Mid-year examinations begin.....January 20
Second Semester begins.....January 27
Spring vacation begins at noon.....March 22
Spring vacation ends at 5 P. M.....March 30
Semester examinations .....June 9
End of scholastic year.....June 13
Examinations for entrance.....September 18-20
College exercises begin at 5 P. M.....September 22
First Semester begins.....September 23
Feast of St. Ursula.....October 21
Christmas vacation begins at noon.....December 19

COLLEGE OFFICIALS

Reverend Michael C. O'Farrell, - - - - President
Reverend Thomas P. McLoughlin, S.T.L. - - Vice-President
Reverend M. Irene, R.S.U. - - - - - - Dean
Reverend M. Aloysius, R.S.U. - - - - - Treasurer
Reverend M. Ignatius, R.S.U. - - - - Registrar

BOARD OF TRUSTEES

Adrian Iselin, Jr., - - - - - - - President
Judge Martin J. Keough, L.L.B., - - - Vice-President
Edward J. McGuire, L.L.B., - - - - - Secretary

John D. Crimmins,
Judge Edward E. McCall,
John G. Agar, L.L.B.,
Conde B. Pallen, Ph.D.,
DeLancey Kane,
William Lummis, L.L.B.,
Thomas M. Mulry,
John Greene, Ph.D.
Judge Luke D. Stapleton,
Senator W. Bourke Cochrane,
Judge Morgan J. O'Brien,
William H. Buckley, L.L.B.,
William E. Iselin,
Robert J. Collier,
James Byrne,
William F. Sheehan,
Andrew J. Shipman, L.L.D.
John W.Devoy, L.L.B.

Nelson Hume, A.M.

FOUNDATION

THE College of Saint Angela was founded at New Rochelle in July, 1904, by the Ursuline Nuns of Saint Teresa. The University of the State of New York approved the establishment of the college and granted it power to confer degrees equal to those given by the other colleges of the State.

This College was established and is maintained for the sole object of furnishing means and facilities for the higher education of young women. The College interprets the term, "Higher Education of Women," as meaning such stimulation and promotion of the physical, intellectual and moral growth and development, as shall result in complete womanhood. The college ideal of its graduates is that of a woman of culture, of efficiency and of power—a woman capable of upholding the noblest ideals of the home and of the Church, and possessed of the training that shall make her an efficient worker in society and in the professional world.

CHANGE OF NAME

Upon request of the Board of Trustees, the University Regents of the State of New York enacted a statute in June, 1910, changing the name of the College of Saint Angela to College of New Rochelle.

LOCATION

New Rochelle, situated on Long Island Sound, about eighteen miles from New York City, and one of its most attractive suburbs, is famous for its beautiful scenery and historic associations. The climate is tempered by the breezes of the Sound in summer. The abundance of trees, the conformation of the ground, broken by hills and valleys, give protection against the winds of winter.

New Rochelle has excellent facilities of transit, by train and by trolley. It can be reached by train from New York in about thirty-five minutes. This convenient nearness secures to its students the social and educational advantages of the great metropolis.

EQUIPMENT

The College consists of a large campus, upon which are located College Hall, a gymnasium and laboratory building and seven cottage dormitories.

College Hall is the historic building known as Leland Castle. It contains a chapel, a large assembly hall, reception parlors, reading rooms, and reference and college libraries.

The gymnasium and laboratory building, erected in 1907, is of stone. It represents the most approved modern type of college building. It contains recitation rooms, gymnasium, chemical and physical laboratories. The recitation rooms are large, airy and well lighted. The gymnasium is equipped with all necessary apparatus for the Swedish and Delsarte systems. On the campus is a well-graded athletic field.

The laboratories are equipped with up-to-date fittings for experimental work, both in physics and in chemistry.

The cottage dormitories are large and comfortable. They are so arranged and managed as to surround the students with a healthy home atmosphere. Each dormitory is presided over by two religious.

ROOMS

Early application for rooms is desirable, as they are assigned to students in the order of application. Five dollars should be sent with the application. This sum is deducted from the tuition bill of the following term. If notification that the room is not desired is sent one month before the college term opens, this deposit will be returned. An extra charge is made for meals sent to students' rooms, unless students are under the physician's care.

FEES

Matriculation Fee	$5.00
Tuition	120.00
Board (including plain laundry)	280.00
Laboratory Fee	10.00
Instruction on Piano and use of Instrument	70.00
Vocal Music	100.00
Painting	70.00
Riding (20 ring lessons and 15 road lessons, accompanied by chaperone)	75.00
Day Students	120.00
Luncheon	50.00

Note.—All bills payable semi-annually in advance.

AVAILABLE SCHOLARSHIPS

Forty scholarships have been founded. Ten of them are available each year. They are all tuition scholarships of the value of $480—$120 per year. They entitle the holders to free tuition for the four years' course. Five of them are known as the Ursuline scholarships, and five as the Saint Angela scholarships.

The Ursuline scholarships are filled by those nominated by the Superiors of Ursuline houses throughout the world. The Saint Angela scholarships are assigned to applicants who are graduates of any high school, whether public, private, parochial or denominational.

FOUNDING OF SCHOLARSHIPS

Yearly scholarships may be founded by the annual payment of the following amounts:

Tuition Scholarships	$120.00
Board Scholarships (including all expenses except tuition and books)	280.00
Full Scholarships (tuition and board)	400.00

Perpetual Scholarships may be founded by paying to the College the following sums:

Perpetual Tuition Scholarships.....$3,000.00
Perpetual Board Scholarships..... 7,000.00
Perpetual Full Scholarships.....10,000.00

The money must be given without restriction to the College.

The founder of a scholarship is entitled to fill it during his or her lifetime. At the death of the donor, the right to fill it reverts to the Faculty of the College. The names of these scholarships may be given by the founders.

The O'Farrell Scholarship, founded by Rev. Michael C. O'Farrell, Rector of the Church of the Holy Innocents, New York City.

The Iselin Scholarship, founded by Mr. Adrian Iselin, Jr.

The William H. Buckley Scholarship, founded by Mr. Buckley, of Albany, N. Y.

The Morgan J. O'Brien Scholarship, founded by the Hon. Morgan J. O'Brien, of New York.

The James Byrne Scholarship, founded by Mr. James Byrne, of New York.

The Luke D. Stapleton Scholarship, founded by the Hon. Luke D. Stapleton, of Brooklyn, N. Y.

The Robert J. Collier Scholarship, founded by Mr. Robert J. Collier, of New York.

The Andrew J. Shipman Scholarship, founded by Mr. Andrew J. Shipman, of New York.

The William Iselin Scholarship, founded by Mr. William Iselin, of New York.

The Dramatic Society Scholarship, founded by the Dramatic Society of the College, open to students of Catholic High Schools.

It is hoped that more scholarships will be founded. Already many applicants have appeared to whom the gift of a scholarship would mean a college education. Further information concerning the founding of scholarships may be

obtained upon application to the Dean, College of New Rochelle, New Rochelle, New York.

ADMISSION OF STUDENTS

Each applicant for admission to the College of New Rochelle must fill out and return a registration blank which will be furnished upon application to the Registrar.

Students are admitted without examination to the Freshman Class of the College of New Rochelle upon presentation of certificates from:

1. The College Entrance Examination Board,
2. A high school or academy approved by the Faculty of the College, and
3. The Regents of the State of New York.

All high schools and academies desiring the privilege of having their students admitted by certificate, and without examination, may obtain blank forms upon application to the Registrar.

Students who are not equipped with certificates mentioned under 1, 2, or 3, may present themselves for examination, at the College, on the date specified in the College Calendar in September, or at the College Entrance Board Examinations in June.

The examinations will be in the following subjects:

English.
Latin.
One additional language (French, German or Greek).
Mathematics.
Science (Physics or Chemistry or Biology. Each of these sciences must include laboratory practice).

Candidates offering certificates for any science should present laboratory records, which must be certified by the instructor.

REQUIREMENTS FOR ADMISSION

The requirements for admission to the Freshman Class include subjects aggregating fifteen points. A point represents such an amount of preparation in one subject as is

ordinarily completed during a school year, with five recitation periods per week.

All candidates must present English (four points), Latin (four points), Mathematics (three points), History (one point), a second language, Greek, French or German (three points), Physics or Chemistry or Biology (one point), or a third language (German or French), (one point).

SPECIFICATIONS OF REQUIREMENTS.

ENGLISH.

The student is required to write one or more paragraphs on each of several subjects chosen from a much larger number, mentioned on the examination paper. The questions on the books prescribed for study and practice, call for more detailed treatment than those on the books prescribed for reading.

The recommendations of the Conference on Entrance Requirements in English, which are given below, indicate clearly the general policy of the colleges in regard to entrance English. They emphasize the demand that every candidate for admission to college must be able to write good English, and that her knowledge of the prescribed tests advance from a general knowledge of substance, in the case of the books set for reading, to a somewhat minute technical knowledge, in the case of those set for study. In order to accomplish these ends, the study of the texts prescribed should, throughout, be connected with the student's writing, and frequent and regular exercises in writing should be continued from the beginning to the end of her course. No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, idiom or paragraphing. Entrance Requirements in English.

Candidates should read the books prescribed for the year in which they propose to present themselves for this part of the examination. Ten books, selected as prescribed

below from the following list, are to be offered for examination:

Group 1. (Two to be selected.) Shakespeare's "As You Like It," "Henry V.," "Julius Caesar," "The Merchant of Venice," "Twelfth Night." In 1913 and after, this becomes Group 2 (two to be selected). Shakespeare's "Midsummer Night's Dream" is then to be added to this list.

In 1913 and after, Group 1 will be as follows: The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther. Homer's "Odyssey," omitting, if desired, Books I, II, III, IV, V, XV, XVI, XVII; Homer's "Iliad," omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI; Vergil's "Aeneid," "The Odyssey," "Iliad," and "Aeneid," may be read in English translations of recognized literary excellence. For any unit of this group a unit from any other group may be substituted.

Group 2. (One to be selected.) Bacon's "Essays," Bunyan's "The Pilgrim's Progress"—Part I; Franklin's "Autobiography"; "The Sir Roger de Coverley Papers" in "The Spectator." In 1913 and after this becomes Group 4 (two to be selected). Bacon's "Essays" are omitted and the following are added: Irving's "Sketch Book"; Macaulay's "Essays on Lord Clive and Warren Hastings"; Thackeray's "English Humorists"; Lincoln's "Two Inaugurals," "Speeches in Independence Hall and at Gettysburg," "Last Public Address," "Letter to Horace Greeley," with brief memoir of Lincoln; Parkman's "Oregon Trail"; Thoreau's "Walden," or Huxley's "Autobiography" and selections from "Lay Sermons," including addresses on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk"; Stevenson's "Inland Voyage and Travels with a Donkey."

Group 3. (One to be selected.) Chaucer's "Prologue" (omitted in 1913); Goldsmith's "The Deserted Village" (transferred in 1913 to Group 5); Palgrave's "Golden Treasury" (First Series), Books II and III, with especial atten-

tion to Dryden, Collins, Gray, Cowper and Burns (transferred in 1913 to Group 5); Pope's "The Rape of the Lock" (omitted in 1913); Selections from Spenser's "Faerie Queen" (omitted in 1913).

Group 4. (Two to be selected.) Blackmore's "Lorna Doone"; Dickens' "A Tale of Two Cities"; George Eliot's "Silas Marner"; Mrs. Gaskell's "Cranford"; Goldsmith's "The Vicar of Wakefield"; Hawthorne's "The House of Seven Gables"; Scott's "Ivanhoe," and "Quentin Durward"; Thackeray's "Henry Esmond." In 1913 and after, this becomes Group 3 (two to be selected), Blackmore's "Lorna Doone" will be omitted, and the following added: Defoe's "Robinson Crusoe" Part I; Dickens' "David Copperfield"; Stevenson's "Treasure Island."

Group 5. (Two to be selected.) (In 1913 and after, this whole group is to be omitted.) Carlyle's "Heroes and Hero Worship." In 1912 Carlyle's "The Hero as Poet, Man of Letters, and as King" is to be substituted for this; De Quincey's "Joan of Arc" and "The English Mail Coach"; Emerson's "Essays" (selected); Irving's "Sketch Book"; Lamb's "Essays of Elia"; Ruskin's "Sesame and Lilies."

Group 6. (Two to be selected.) Coleridge's "The Ancient Mariner"; Scott's "The Lady of the Lake"; Byron's "Mazeppa" and "The Prisoner of Chillon"; Palgrave's "Golden Treasury" (First Series), Book IV, with especial attention to Wordsworth, Keats and Shelley; Macaulay's "Lays of Ancient Rome"; Poe's "Poems"; Lowell's "The Vision of Sir Launfal"; Arnold's "Sohrab and Rustum"; Longfellow's "The Courtship of Miles Standish"; Tennyson's " Gareth and Lynette," "Launcelot and Elaine," and "The Passing of Arthur" (in 1912, "The Princess" in place of the three Idyls); Browning's "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Evelyn Hope," "Home Thoughts from Abroad," "Home Thoughts from the Sea," "Incident of the French Camp," "The Boy and the Angel," "One Word More," "Hervé Riel," "Pheidippides." In 1913 and after, this becomes Group 5 (two to be selected), Byron's

"Mazeppa" and Browning's "Evelyn Hope," "The Boy and the Angel," and "One Word More," will be omitted. The following will be added: The Goldsmith and Palgrave items from Group 3 above; Gray's "Elegy in a Country Churchyard"; Byron's "Childe Harold," "Canto IV"; Whittier's "Snow Bound"; Browning's "My Last Duchess," and "Up at a Villa-Down in the City."

Study and Practice. This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

Burke's "Speech on Conciliation with America," or Washington's "Farewell Address" and Webster's "First Bunker Hill Oration"; Macaulay's "Life of Johnson," or Carlyle's "Essay on Burns"; Milton's "Comus," "Lycidas," "L'Allegro," "Il Penseroso," Shakespeare's "Macbeth."

In 1912 Tennyson's "Idyls of the King" may be used as an alternative to Milton's poems. In 1912 and after, "Lycidas" is to be omitted.

MATHEMATICS

(a) Algebra, through quadratics and progressions.
(b) Plane Geometry, five books.

HISTORY

(a) Ancient History to 800 A.D., or
(b) English History, United States History, and Civil Government.

GREEK

Minor Requirements: Grammar—Four Books of Xenophon's Anabasis.

Major Requirements: In addition to the minor requirements, three books of Homer's "Iliad." Standard prose composition.

LATIN.

Preparation should include a thorough knowledge of the grammar of the language and prose composition, based upon the books read. The vocabulary should be sufficiently wide to enable the student to do sight reading in Latin of average difficulty.

Required Reading: Cæsar's "Gallic War," Books I and II; Cicero, four orations; Vergil's "Aeneid," Books I, II, IV and VI.

Selected Readings from Cæsar's "Gallic and Civil Wars," and Nepo's "Lives," Cicero's "Orations," "Letters" and "De Senectute," and Salluct's "Catiline" and "Jugurthine War," Vergil's "Bucolics," "Georgics" and "Aenid," and Ovid's "Metamorphosis," "Fasti" and Tristia."

FRENCH

Elementary Requirements. (a) Grammar: A knowledge of the fundamental principles of grammar is required. Special attention to the inflections of nouns and adjectives, the use of pronouns, the conjugation of regular and the common irregular verbs and the elementary rules of word order. (b) Translation: Ability to translate at sight easy French prose into English.

Minor Requirements. Grammar: A knowledge of the correct use of all pronouns, of moods and tenses of all verbs, regular and irregular, familiarity with the essentials of French syntax and with the common idiomatic phrases. Ability to translate at sight standard modern French, also to change English into French.

Major Requirements. In addition to the elementary requirements in grammar, the student will be required to have a more complete knowledge of syntax, as well as a correct application of the rules of a free use of the idiomatic

expressions. Ability to translate at sight into French a paragraph of ordinary English.

GERMAN

Elementary Requirements. The essentials of German grammar, the declension of articles, nouns, adjectives and pronouns, the conjugation of weak and strong verbs, simple and compound, the use of the common prepositions and the elements of syntax. Ability to translate English into German; ability to read German prose and to translate it into good English.

Minor Requirements. In addition to the elementary requirements, a knowledge of the essentials of syntax, the main uses of the article, of the common adverbs and conjunctions, especially the use of modal auxiliaries, and of the subjunctive and infinitive moods; ability to translate at sight easy descriptive and narrative German prose into good English.

Major Requirements. More thorough familiarity with the less usual strong verbs, auxiliaries of all kinds, tenses and moods, especially subjunctive, infinitive and participle constructions, with the uses and meanings of the principal prefixes and suffixes; ability to translate at sight ordinary English into correct German.

CHEMISTRY

The study of a standard text-book, a thorough knowledge of the most important laws and facts of elementary chemistry. A laboratory note book, containing the account of at least forty exercises done by the student, must be presented.

PHYSICS

The study of a standard text-book supplemented by the use of many numerical problems. Individual laboratory work, comprising at least thirty-five experiments. A properly certified laboratory note-book must be presented.

SPECIAL STUDENTS

The requirements for admission to special courses are the same as those for entrance to the Freshman Class. Students who present satisfactory testimonials of their proficiency may be received without examination. Certificates for the work completed will be given when desired.

COLLEGE ENTRANCE EXAMINATION BOARD

The regular June examinations of the College have been replaced by the examinations of the College Entrance Examination Board. Students who desire to enter the College by taking those examinations may write to the Registrar for **Document 40**, which indicates the field covered by these examinations.

ADMISSION TO ADVANCED STANDING

Candidates for advanced standing who do not present records from other colleges must fulfill the requirements for admission to the Freshman Class. They will be examined in the studies already pursued by the class which they wish to enter. For sufficient reasons, credit will be given for work done under approved instruction during the summer vacation or in the Summer Session of this College.

Students from other colleges who wish to enter an advanced class must present an official statement of their entrance and college records, a marked catalogue of the college from which they come, indicating the courses taken. One year of residence work is required for a degree.

COURSES OF INSTRUCTION

REQUIREMENTS FOR THE DEGREE OF A.B.

Each candidate for the degree Bachelor of Arts must make 144 points. A point signifies the satisfactory completion of work requiring attendance at class one hour a week,

or in the laboratory two hours a week, for one Semester or half year. Studies are either prescribed or elective. All prescribed studies, except Philosophy, Sociology and some Education must be taken in the first three years. Conditions for unsatisfactory work are given by the professors, in their departments. If more than one condition is merited by any student during the term, parents or guardians are notified.

PROGRAM OF STUDIES

The following courses are prescribed for all candidates for the degree A.B.: English (I), eight points. English (II), six points. English (III), four points. English (IV), four points. Latin (I), six points. Latin (II), six points. History (I), four points. Economics (I and IV), eight points. Mathematics (I) four points. Mathematics (II), four points. French or German, six points. Physics or Chemistry, six points (two of lecture and four in laboratory work). Education, sixteen points. Religion, eight points. Philosophy, twelve points. Physical Training, eight points. In addition to the prescribed work, eighteen points must be made in a major subject. The remaining points, to complete the total 144, may be given to free electives.

COLLEGE COURSES

ENGLISH

Course 1. Composition and Rhetoric based on Barrett Wendell's English Composition.

First half year. Four hours. Four points.

Course 2. Theory and Practice of Short Story Writing.

Second half year. Four hours. Four points.

Course 3. Theme Writing. In connection with this course in personal expression, diaries, letters and familiar essays will be read, including Pepys, Evelyn, Swift, Chesterfield, Frances Burney, Cowper, Addison, Lamb and Thackeray. Two short themes every week will be required of

each member of the class. Opportunity will be given for criticism by the class, and appointments will be made for individual conferences with the instructor. Required.

One-half year. Three hours. Three points.

Course 4. A study of the Historical Development of English Poetry, with consideration of verse forms and meters. Translations from Latin, French and German poetry will be required. Required.

One-half year. Three hours. Three points.

ELECTIVE COURSES IN ENGLISH

The following courses will be open to Juniors and Seniors, unless limitation is indicated.

Course 5. The English Novel. History of the rise and development of the English novel from its beginning to the present day.

One-half year. Three hours. Three points.

Course 6. The Modern Novels. A study of Nineteenth Century fiction, including representative works of English, American, French, German, Russian and Scandinavian novelists.

One-half year. Three hours. Three points.

Course 7. The Drama. The rise and development of the drama, from the Mystery Plays through Shakespeare.

One-half year. Three hours. Three points.

Course 8. Shakespeare.

One-half year. Three hours. Three points.

Course 9. The Period of Queen Anne. A study of the principal writers, both in prose and poetry, from the death of Dryden to the death of Swift.

One-half year. Three hours. Three points.

Course 10. The Romantic Movement of the Eighteenth Century. A history of English poetry from 1760 to 1830. Readings from Burns, Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, and others.

One-half year. Three hours. Three points.

Course 11. Nineteenth Century Prose. Carlyle, Rus-

kin, Matthew Arnold, Newman, Thackeray, George Eliot, and others.

One-half year. Three hours. Three points.

Course 12. Nineteenth Century Poetry. Tennyson, Browning, Mrs. Browning, Matthew Arnold, Arthur H. Clough, and other poets.

One-half year. Three hours. Three points.

Course 13. American Literature. Historical development of English literature in America, from its beginning to the present day.

One-half year. Three hours. Three points.

Course 14. Argumentation (Seniors). Principles of argumentation. Study of Masterpieces. Forensics preceded by briefs.

One-half year. Three hours. Three points.

Course 15. History of English Language and Literature from its beginning to the present day.

One-half year. Three hours. Three points.

Course 16. Chaucer's Reading of the Canterbury Tales, with particular study of certain selected tales.

One-half year. Two hours. Two points.

ORAL ENGLISH

Course I. The mechanics of voice and speech; Theory and practice. Vocal Physiology. The intellectual factors of expression: Inflection, phrasing and emphasis. Reading of prose.

The aim of this course is to establish correct vocal and speech habits for daily use, as well as for public speaking, and to afford drill in the representation of the intellectual content of literature.

Required. One hour a week.

Course II. General principles of vocal and pantomimic expression. The emotional factors of expression: Utterance, quality, force, stress, time, pose, gesture, with illustrative selections. Reading poetry.

Elective. One hour a week.

Course III. Interpretative reading: Selections of prose and poetry from the standard authors. The study and delivery of extracts from the speeches of some of the great English-speaking orators.

Elective. One hour a week.

Course IV. Dramatic reading: Selected scenes from Shakespeare, and the modern drama analyzed and rehearsed. Psychology of the emotions. Methods of teaching.

Elective. One hour a week.

The work of this department will be correlated, as far as is practical, with work in English literature.

The third and fourth year courses are especially designed to assist those who intend to teach English literature.

GREEK

Course 1. Lysias. Selected Orations. Plato. Apology and Crito. Translation at sight from **Phaedro** and Symposium Xenophon. Selections from Memorabilio. Written exercises in syntax and translation from English into Greek.

Three hours, throughout the year. Six points.

Course 2. Demosthenes. Oration on the Crown. Lectures will be given on the development of oratory. These will be supplemented by Jebb's **Selections from the Attic Orators.**

Open to students who have completed Course 1.

Three hours, first semester. Three points.

Course 3. Homer. Selections from the Iliad and from the Odyssey. Rapid reading. Lectures on Homeric life and antiquities; origin of Epic Poetry; the Homeric question.

Open to students who have completed Course 1.

Three hours, second semester. Three points.

Course 4. Greek Drama. Reading and criticism of selected dramas of Æschylus, Sophocles, Euripides, Aristophanes. This course is designed to give a general view of Greek drama, both tragedy and comedy. A special study is made of the Greek theatre and the origin and development of the drama.

Open to students who have completed Courses 1 and 2.

Three hours, throughout the year. Six points.

Course 5. History of Greek Literature. Lectures with collateral reading. Open to Juniors and Seniors.

Three hours, first semester. Three points.

Course 6. Greek Historians. Selections from Herodotus, Thucydides.

Open to students who have completed Courses 1 and 2.

Two hours, second semester. Two points.

Course 7. Greek Lyric Poetry. Selections are read from the elegiac, iambic and lyric poets.

Open to students who have completed three courses.

Two hours, first semester. Two points.

Course 8. Review of Preparatory Greek. This course is designed for those who intend to teach Greek. Emphasis will be laid upon the principles of Greek grammar, with a careful review of the required entrance reading and methods of teaching Greek language and literature.

Open to students who have completed three courses.

Three hours, second semester. Three points.

Course 9. Greek Prose Composition. Not open to students who have received conditions in composition connected with I.

One hour, throughout the year. Two points.

LATIN

Course 1. Selections from Livy (Burton).

One-half year. Three hours. Three points. Required Freshman year.

Course 2. Horace's Satires and Epistles.

One-half year. Three hours. Three points. Required Freshman year.

Course 3. Horace. Odes, Epodes, and Epistles.

One-half year. Three hours. Three points. Required Sophomore year.

Course 4. Catullus, Tibullus, Propertius, Ovid.

One-half year. Three hours. Three points. Required Sophomore year.

Course 5. Cicero's Letters. Pliny's Letters.
One-half year. Three hours. Three points.

Course 6. Latin Comedy. Selected plays of Plautus and Terence.
One-half year. Three hours. Three points.

Course 7. Oratory. (Seniors.) Tacitus; Dialogus de Oratoribus. Cicero; De Oratore and Pro Milone.
One-half year. Three hours. Three points.

Course 8. Tacitus. Germania and Agricola.
One-half year. Three hours. Three points.

Course 9. Lucretius. (Seniors.)
One-half year. Three hours. Three points.

Course 10. Latin Literature. Lectures and directed readings.
One-half year. Three hours. Three points.

Course 11. Jouvenal.
One-half year. Two hours. Two points.

Course 12. Horace's Epistles and Satires.
One-half year. Two hours. Two points.

GERMAN LANGUAGE AND LITERATURE

Course 1. Elementary Course. Pronunciation, grammar and easy reading. For Freshman and Sophomore Classes.
Three hours, throughout the year. Six points.

Course 2. Intermediate Course. Study of the grammar and reading of selected texts. For Freshmen who entered on elementary German.
Three hours, throughout the year. Six points.

Course 3. Modern Prose. Narrative and dramatic exercises in German composition. For Freshmen who entered on minor German.
Three hours, throughout the year. Six points.

Course 4. Modern Prose Selections from the novelists and essayists of the Nineteenth Century, with the study of syntax and practice in writing German. For students who have taken Course 2.
Three hours, throughout the year. Six points.

Course 5. Goethe and His Time. A survey of the life and works of Goethe, with a more detailed treatment of some of his representative writings, and special study of Faust, Parts I and II. Open to Seniors.

Three hours, throughout the year. Six points.

Course 6. The German Drama of the Nineteenth Century, with special reference to Grillparzo and to Hebbel. Open to Juniors and Seniors.

Two hours, throughout the year. Four points.

Course 7. Teacher's Course. The most approved methods now employed in the teaching of modern languages, with discussion of reports on assigned topics. Open to Seniors who expect to teach German in secondary schools.

One hour, second semester. One point.

ITALIAN LANGUAGE AND LITERATURE

Course 1. Elementary Course. Grammar, with written and oral exercises, reading and sight translation. Three hours a week. Open to Juniors. Six points.

Course 2. Intermediate Course. Grammar, prose composition, reading at sight. First Semester: Modern Authors. Second Semester: Classic Authors. Three hours per week. Six points.

Course 3. History of Italian Literature. In Nineteenth Century. The Sonnets of Petrarch and the Tales of Boccacio, also selections from the Divina Commedia of Dante will be read. Open to Seniors and Juniors. This course will not be given unless there is a sufficient number of students desiring it. Three hours per week. Six points.

FRENCH LANGUAGE AND LITERATURE

Course 1. Elementary Course. Thorough study of French grammar. Written and oral exercises. Memorizing. Special drills in pronunciation. Reading of easy modern prose. Dictation.

Open to students who did not offer French at entrance. Three hours a week. Six points.

Course 2. Advanced Elementary Course (Continuation of Course 1). Pre-requisite. French I or its equivalent. French grammar completed. Dictation and memorizing. Reading of selected texts. Course in phonetics. Elementary composition. Idioms. Three hours a week. Six points.

Note.—No credit will be given for Course 1 unless Course II is also satisfactorily completed.

Course 3. Advanced Composition, Syntax and Idioms. Reading of selected texts. Dictation and memorizing. Course in Phonetics. Three hours a week. Six points. Prerequisite. Intermediate French at entrance.

Course 4. Introduction to French Literature. Origin and development of the language. Study of the life and writings of Malherbe, Descartes, Molière and Corneille. Reading: Descartes' "Discours sur la Méthode"; Pascal's "Les Pensées"; Molière's "L'Avare" and "Les Précieuses," "Ridicules," and "Tartuffe"; Corneille's "Polyencte," "Le Cid," and "Cinna."

One hour a week devoted to composition and language exercises.

Open to students who have taken Courses 1 and 2 or 3. Three hours a week. Six points.

Course 5. French Literature in the Seventeenth and in the Early Eighteenth Century. Reading: Mme. de Sevigné's "Life and Selected Letters"; La Fontaine's "Fables"; De la Rochefoucauld's "Maximes"; Racine's "Athalie," and "Andromaque"; Bossuet's "Fragments de Sermons"; Fénelon's "Aventures de Télémaque." Selections from Voltaire, Montesquieu and Lesage. Compositions based on the text read.

One hour a week devoted to conversation and letter writing.

Open to students who have taken Course 2 or 4. Three hours a week. Six points.

Course 6. French Literature in the Eighteenth and Nineteenth Centuries. Beaumarchais, Bernadin de St. Pierre, Chateaubriand, Béranger, De Musset, Hugo, Meri-

mée, G. Sand, Balzac. Lectures, recitations and collateral reading.

Open to students who have taken Course 5. Three hours a week. Six points.

Course 7. General Course. To acquire proficiency in French conversation, letter writing, and a knowledge of the best French literature of the day. Special study of the classic drama. Memorizing and rendition of French plays.

Open to students who have completed Course 5 or 6. Three hours a week. Six points.

HISTORY

Course 1. General European History. The aim of this course is to give a general outline of the development of Western Europe, from the decline of the Roman Empire to the last quarter of the Nineteenth Century. It includes a study of the principal institutions of the Middle Ages, such as the Church, Feudalism and the Mediæval empires, followed by a study of the Renaissance, the Reformation, Religious and Political Wars, and the development of modern states. Required of all Freshmen.

Two hours, throughout the year. Four points.

Course 2. English History. From Anglo-Saxon conquest to the present time. Special treatment of the growth of the constitution, the monarchy, the revolutions of the Seventeenth Century, the expansion and development of democracy.

Two hours, throughout the year. Four points.

Course 3. The French Revolution and the Nineteenth Century. The political history of Europe since 1789. Spread of democratic principles; growth of the present political institutions of Europe. Achievement of national unity in Germany and in Italy. Colonial policies and problems of England, France, Germany, and Russia, and political development in Eastern Europe and in Asia and Africa.

Two hours, throughout the year. Four points.

Course 4. History of the United States from 1787. A study of the formation and development of the Constitu-

tion of the United States, with special reference to controlling forces, such as the organization of parties, and the growth of democracy, the rise of the slave power, the political effects of the development of the West. Open to Juniors and Seniors.

Three hours, throughout the year. Six points.

Course 5. American History. (a) Age of Discovery and Conquest. (b) The American Revolution. American history, including the period of the Revolution.

Three hours, throughout the year. Six points.

In the first semester, the discovery and exploration of the American continents, by the Spanish, English and French, will be treated in detail; to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, the causes which led to it, and the results produced by it, in the Old World, as well as in the New World.

Three hours, throughout the year. Six points.

Course 6. Civil Government in the United States. This course embraces the following topics: Early American Government, such as the township and the county; the Government of the Colonies; the Tendency to Union; the Establishment of Self-government; the Articles of Confederation and their Failure; the Philadelphia Convention and the Federal Constitution; the Principles Underlying the American Federal Government, with special reference to Hamilton's "Federalist" and Madison's "Journal"; State Government and its Relation to the Federal System.

Three hours, throughout the year. Six points.

ECONOMICS AND SOCIOLOGY

Course 1. Principles of Economics. An introductory discussion of the laws relating to the production and to the consumption of wealth. The subject matter will be developed by lectures, class discussions, assigned readings and by written reports upon special subjects. Two hours per week. Four points. Required. Sophomore year.

Course 2. Economic History. The history of Europe and of the United States will be traced with reference to the evolution and to the development of industrial organization and activity. Some of the topics studied will be the English Manor, Guilds, Growth of Towns, Manufactures, the Industrial Revolution, the Factory System, Industrial Combinations and Modern Economic Changes. This course can be correlated with Course 1. Two hours per week. Four points. Elective.

Course 3. Modern Economic Problems. This course is a concrete, practical discussion of recent economic developments. The subject will be introduced by lectures upon the general principles involved, the interrelation of the topics studied, and upon statistical methods of research. Some of the topics will be: Industrial Organization, Labor and Capital, Trades Unions, Corporations, Trusts, Transportation Systems, and the Industrial Development of the South and West. Each student will choose, for special study, some phase or problem connected with the general economic situation. Two hours per week. Elective. Junior and Senior years. Four points.

Course 4. Economic Theory. This course presupposes Courses 1 and 2. A critical and comparative study will be made of the important contributions to the economic theory by such writers as Adam Smith, John Stuart Mill, Ricardo, and of the leading exponents of the modern English, German and Austrian schools. Two hours per week. Elective. Junior and Senior years. Four points.

Course 5. (a) Finance, Banking and Railways. (b) The Tariff and Tariff History in the United States. (Not given in 1911-1912.) Two hours per week. Elective. Senior year. Four points.

Course 6. Principles of Sociology. Social Theory, Structure and Evolution of Society, the Social Process, the Place of Sociology among Sciences, Methods and Problems of Sociology, the Social Population, the Family, the Tribe, the Town, the State, the Philosophy of History, Nature and

Stages of Civilization, Final Conception of Society. Two hours per week. Required. Senior year. Four points.

Course 7a. Social Ideals. An historical and comparative study of ideal commonwealths, typified by Plato's Republic, and by the Utopia of More, Campanella, Bacon and other writers. One hour per week, throughout the year. Two points. Elective. Junior and Senior years.

Course 7b. Socialism. A study of socialism as indicated by theories, proposed reforms and experiments of modern socialistic writers. In this course a reading knowledge of French and of German will be of assistance. One hour per week. Two points. Elective. Senior year.

Course 8. Modern Social Conditions and Problems. Physical, psychological, moral and social status of dependent, delinquent and abnormal classes; dependent children, the unemployed, private relief, charity organizations, reformatories and prison methods. The study of the practical problems involved may be facilitated by visits to institutions in New York City, which is within easy reach of the College. Two hours per week. Four points. Elective. Junior and Senior years.

PHILOSOPHY

Course 1. Logic. Cursory review of history of Philosophy: Its definitions, excellence, influence, divisions, relation to Theology and Revelation. Use of human reason in matters of faith.

Course 2. Dialectics. Natural Logic (Divisions) (Dialectics Defined). Knowledge defined. Nature. Kinds. Intellectual Knowledge. Different Intellectual Operations. Sense and Abstract Knowledge. Simple Apprehension. Judgment. Propositions. Reasoning—Syllogisms. Terms: Mental and Verbal, Univocal, Equivocal, Positive, Negative, Categorematical, Syncategorematical—other terms. Universals, their Origin, Genius. Species. Difference. Attributes and Accidents. Porphyrian Tree-Categories; their Number, Exposition and Disposition. More Specific Treatment of Propositions. Judgments and Deductions. Prob-

able Reasoning. Fallacious Reasoning. Indirect Reasoning. Sophisms. Method in Reasoning. Exercise in Reasoning or Circle.

Course 3. Critics. Certainty—nature and grades of, subjective and objective, immediate and mediate, natural and philosophical, absolute and hypothetical, physical and moral, free and necessary. Existence of certainty. Scepticism in its various forms. States of the mind with regard to truth. Elements that make up certainty. Means of attaining certainty. A sketch of our cognoscive powers. The outer senses and organs. The inner sense and organs. The imagination, its sensible memory. The intellect. Apprehending, judging, reasoning. The intellectual memory, consciousness, the intellect in particular, primary ideas, analytical judgments, reasoning process. Reliability of these functions. Consciousness and its reliability. Objective truth of primary ideas. Nominalists, Conceptualists and exaggerated Realists. Metaphysical certainty of immediate analytical judgments. Reliability of memory. Compelling force of syllogistic reasoning when rules of argumentation are observed. Conditional infallibility of outer and inner sense. Objective value of normal sensations. Testimony of men, conditional, authoritative. Truth of the judgments of common sense. Evidence, its nature and necessity, the last and universal test of certainty when it manifests objective truth.

Course 4. Ontology. Definition of Metaphysics. Difference between Metaphysics and Physics, between abstract and concrete knowledge. Divisions of Metaphysics, general and special. Ontology and what it examines. The nature of being. Meaning of the terms: transcendental, physical and logical. Term Being not a genus. The idea of Being in general not the idea of the infinite Being, because indefinite, abstract and analogical. Possible Being. Intrinsic and extrinsic possibility. Whence Divine knowledge of possibles. Whence knowledge of possibles. Internal possibility depends upon intellect and essence of God. How idea of infinite is found. Essence and existence of Being.

In what way essences are eternal and immutable. How we know the essences of things. Existence. The nature of Being. The principles of identity, contradiction and the excluded middle. Transcendental attributes of being. Unity, Truth, Goodness, Metaphysical Unity, physical, moral and accidental unity. Multiplicity. Distinction. Abstract and concrete numbers. Identity. Individuality. Real and logical distinction. Ontological truth. Metaphysical Falsity. Proper, pleasurable, useful, true, apparent Good. Leibnitz and metaphysical Evil. Physical, intellectual and moral Beauty. The categories. Substance. Views of Spinoza, Hume, Locke and Leibnitz on substance. Simple, compound, complete and incomplete substance. Personality. Personal identity. Vital, absolute, intrinsic and extrinsic accidents. Discrete, continuous, concrete and abstract quantity. Quality, its definition and species. The category of Relation. The six extrinsic accidents. Limitless, vacant space not a reality. Cause and Effect. The five causes. The principle of sufficient reason and the principles of causality are certain. The chief perfections of Being: simplicity, infinity, necessity and immutability.

Course 5. Cosmology. Special Metaphysics. The Universe: its origin. Opinions of Plato, Aristotle, Pythagoras, Spinoza, Fichte, etc. Pantheism and Agnosticism. Matter, not self-existent, could not have originated but by creation. Purpose of the world determined by the Creator, hence His extrinsic glory. The world not absolutely but relatively perfect. The laws of Nature not absolutely immutable. Miracles. Systems regarding constituent elements of matter, and the theory that there are in matter two substantial principles, that of matter and that of specific action. Extension. Impenetrability. Figure. Local motion.

Course 6. Psychology. Essence and degrees of life. Living bodies do not originate from non-living bodies. Essential difference between plants and animals. Unity a vital principle in each individual. Irrationality of the brute soul. Plants and animals intended for the use of man.

Evolution of animals from plants not proven; of man from irrational animals philosophically untenable. Cognition, sensitive, rational. Dreams. Somnambulism. Difference between sensitive and intellectual knowledge. Theories of Traditionalists and Ontologists. Origin of universal ideas. Sensible and rational appetite. Spontaneous and voluntary acts. Freedom. Essence of liberty. Will of man free not only from coercion, but also from necessary action. The human soul is a being essentially simple, spiritual and immortal, and cannot originate but by creation. Materialism.

Course 7. Natural Theology. Its definition and object. The idea of God. Atheists and Agnostics. The existence of God proven by metaphysical, physical and moral arguments. Objective value of ontological argument. The essence of God. God is infinitely perfect. His unity absolutely exclusive of other gods. His immutability. God is eternal, omnipresent, limitless. He is free in all His internal acts. God is infinitely good and omnipresent. He preserves by His active influence, and at every moment, His created beings, and every event in the world is directed by His Divine Providence.

Required, Junior year. Four hours. Eight points.

CHRISTIAN APOLOGETICS

Course 1. General subject. The Christian religion. General notions. Apologetics defined. Religion. Revelation. The three phases of revealed religion. Role of reason in matters of faith. Criterion of certainty. Mysteries. Historic value of the Bible. The Bible and the sciences. Authority of the Gospels. Integrity and truthfulness of same. Divinity of Christian religion. Miracles and prophesies. Miracles performed by Our Lord. His resurrection. Miracles of the Apostles. Miraculous establishment of the Christian religion. The martyrs. Fruits of Christianity.

Required. One hour a week.

Course 2. The Divinity of Christ. The Roman Catholic Church. Christ founded a religion, which is the Church

of Rome. Sanctity. Catholicity. Apostolicity. Unity. These four notes possessed by the Church of Rome.

Required. One hour a week.

Course 3. No other church possesses these notes. The Protestant rule of faith. The Schismatic Greek Church. The privacy of the See of Peter. Indefectibility of the Church. Its power to teach. Its power to confer the Sacraments. Infallibility of the Church. Its object and its subject. Conditions of infallibility.

Required. One hour a week.

Course 4. Church and State. Independence of spiritual power. Independence of civil power. Rights of the Church. The temporal power. Tolerance, liberalism and liberty. Accusations against the Church. Intolerance of the Church. Outside the Church there is no salvation. The Inquisition. Galileo. Massacre of Saint Bartholomew. The Edict of Nantes. The Crusades. Papal power in the Middle Ages. The temporal sovereignty of the Popes. The Church and civilization. Individuals and the family before and after Christianity. Family life. Catholic and Protestant nations. The Church and intellectual culture. The Church and higher education. Conclusions.

Required. One hour a week.

MORAL PHILOSOPHY OR ETHICS

Ethics defined. Metaphysical foundation of Ethics. Division of Ethics. Teleology in general. The last end and its attainment. Different kinds of good. Different kinds of ends. Obligation to tend by intellect and will to the last end. Perfect happiness and its possible possession. The Infinite only can make man perfectly happy. Perfect happiness on earth. The essence of Morality. Essential difference between moral right and wrong. The determinants of morality. Accountability for moral acts. The basis of moral obligation. Merit and demerit. Hindrances to accountability. Ignorance, concupiscence, fear, violence. Passions. Habits. Virtues. Vices. The Cardinal Virtues. The natural law, the rule of human reason. Conscience ap-

plying moral law. Sanction of the moral law. Natural law, eternal and unchangeable. Conscience when certain must be obeyed. The eternal sanction of the moral law. Rights and duties. Duties to God. Public worship. Indifference in matters of religion unphilosophical. Duties to ourselves. Suicide. Duties toward our fellow-men. The Golden Rule. Lying. Giving scandal. Homicide. Murder. Regard for the reputation of our fellow-men. Ownership. Property. Right to increase or lay up property. Landed property. Single tax. First occupancy. Commissions and scientific Socialism. Theft. Robbery. Restitution. Modes of acquiring property. Contracts. Wages.

Society in general. Religious, domestic, civil and international society. Necessity of authority. Domestic society. Primary ends of marriage. Unity and indissolubility of marriage. Rights of domestic society not derived from civic society. Parental authority. Education. Education of children; of servants. Slavery.

Civil society, its nature, origin and end. Civil authority. The authority of the state from God. The social contract. Terms of government. The legislative, judiciary and executive forms of government. The police, the militia, the regular army and navy.

International law and the principles underlying it. Natural rights. War and its justification. The tendency of Christian civilization.

Required Senior year. Four hours a week. Eight points.

DEPARTMENT OF EDUCATION

Course 1. Pedagogical Principles and Early History of Education. This course deals with educational history, not in the narrow sense of a study of the succession of events, but in that broader meaning, which recognizes the history of education as the history of civilization. It aims to bring the student to the realization of the fact that the history of education is the story of the attempt of each nation to realize and to perpetuate its highest ideal of citizenship.

The course begins with a study of the basic principles of educational theory. There are introduced into the early lessons a sufficient number of psychologic terms to give the student a working basis for the understanding of the full significance of the progression or the retrogression of each nation.

Each ideal is studied, not as an isolated standard, but as the crystallization of such national characteristics as the wisest and most powerful of each nation sought to perpetuate as the highest type of citizenship.

The second semester of the course will attempt a special study of the educational history of Egypt, India, Persia, Phœnicia, China, Israel and Judea, Sparta, Athens and Rome. The studies of these countries will be considered as the necessary preparation for early Christian education. In connection with the educational history of each nation, there is a discussion of ideals, educational content, methods, writers and contributions, both negative and positive, to educational theory and practice. Under each educational leader, the man, his writings, educational ideas, and practical demonstration of those ideas, are discussed. The aim of the course is to reach, through the study of the subject matter, method and institutional organization of the education of the past, a practical basis for the historical, philosophical and methodic study of early educational accomplishment.

The course ends with an investigation of the educational work of the Middle Ages.

Two hours. Four points. Required Freshman year.

Course 2. History of Education. Modern Times. This course deals with the history of education in the sixteenth, seventeenth, eighteenth and nineteenth centuries. Prominent educators will be studied as to life, works, methods and actual accomplishments. The greatest amount of time will be devoted to Rabelais, Montaigne, Ratich, Comenius, Locke, Rousseau, Froebel, Pestalozzi, Herbart, and Spenser.

Two hours. Four points. Required Sophomore year.

Course 3. Educational Classics. The aim of this class is to study sources. The most celebrated writings of ancient, mediæval and modern times constitute the text-books of this course. Special attention will be given to selections from Plato's "Republic," Xenophon's "Cyropædia," "Aristotle's "Politics," Quintilian's "Education of an Orator," "The Talmud," St. Jerome's "Letters on the Education of Girls," St. Augustine's "Confessions and City of God," Thomas Aquinas's "De Magistro," Erasmus's "On the Order of Study," "Ratio Studiorum of the Jesuits," Locke's "Thoughts on Education," Rousseau's "Emile," Herbart's "Outlines of Educational Doctrine," and Spenser's "What Knowledge is of Most Worth." As far as possible, these sources will be studied in the original. This course is especially valuable to those intending to enter the teaching profession. Two hours. Four points. Open to students who have completed Courses 1 and 2.

Course 4. Educational Psychology. A course in educational psychology which seeks to furnish a sound psychological basis for the study of educational theory and practice. Some of the topics discussed are: Sensation, Perception, Apperception, Memory, Habit, Imagination, Attention, Interest, Association, Conception, Judgment and Reasoning. No attempt is made to study any part of psychology, except such parts as are essential to a well-grounded knowledge of the theory and art of teaching. For more detailed information in regard to this course, see "Syllabus of Education—III, Psychology," which may be obtained upon application from the Registrar of the College. Two hours, Four points. Required. Junior year.

Course 5. Methods of Teaching. This course deals with the question of method in general, and with methods in the elementary school in particular. The historical, psychological and philosophical basis of method are considered. Then the five formal steps in the art of teaching will receive careful consideration. Other topics to be discussed are: The Value of Types, Model Lessons, the Curriculum, the Physical Inheritance of the Child, the Recita-

tion, Examinations and the Educational Value of Play. Lesson plans in all of the subjects of the curriculum will be written. Model lessons will be given from these lesson plans. Two hours. Four points. Elective. Junior year. Supplemented by two hours per week of practical teaching. For further information in regard to this course, see "Syllabus of Education—IV, Methods of Teaching." Two hours. Required. Senior year.

Course 6. School Supervision and Management. This course is a study of the problems of school administration in different States and in the cities of the United States. In this part of the course, special attention will be given to the school systems of New York State and of New York City. The course also deals with the problem of discipline in the classroom. Truant and industrial schools, child labor and compulsory education laws, and methods of instruction for defective and backward children. Two hours. Four points. Elective. Senior year. This course is especially useful to teachers who are preparing to take examinations for different City, High School and State licenses.

Course 7. Special Methods of Teaching. This course deals with the problem of method in the elementary school. It takes up the subject matter of the average elementary curriculum and then studies methods of teaching arithmetic, algebra, grammar, composition, phonetics, history, civics, geography and physics. The course ends with four ten-lesson courses, each one of which is given by a New York City supervisor. The subjects with which these forty lessons deal are: Drawing, Sewing, Physical Training and Music. Three hours. Six points. Required. Senior year, of all students intending to take the New York City examinations for License No. 1.

Course 8. Methods in Secondary Schools. Special arrangements will be made for students who wish to prepare for teaching in secondary schools. Each student will study the subject which she is preparing to teach. Two hours per week. Four points. Elective. Senior year.

Course 9. Methods of Teaching English. This course

will open with a review of the methods of teaching English in secondary schools. Types of literature, treatment of literary masterpieces, the problem of supplementary reading and of the correlation of the English with the other subjects in the curriculum, will be among the topics studied. The best modern authorities will be used as text-books. Similar courses will be arranged in whatever subjects are required. Two hours. Four points. Senior year. Required for all students preparing to teach in secondary schools.

Course 10. Philosophy of Education. A special study of the basic principles underlying educational theory. Some of the topics discussed will be Interest, Correlation of Studies, Psychological and Sociological Bases of the Curriculum. There will be a special study of the fitting of the individual to take her place in the industrial and social worlds. This course should be correlated with Course IX in Sociology. Two points. Senior year. Required from all students who are preparing to teach in secondary schools.

Note: A satisfactory record in a 250-hour course of work in this department entitles the graduate, without examination to a State Certificate. This certificate is a teacher's license for any public school in New York State, with the exception of New York City, Rochester, Troy and Buffalo.

Any graduate who receives the above-mentioned State Certificate is eligible to take the New York City examinations for both elementary and secondary schools.

BIOLOGY

Course 1. General Botany. The character and relation of the leading groups of plants. The Cryptograms; the Algæ; the Fungi; the Bryophytes; the Pteridophytes and the Spermatophytes will be studied. Lectures, recitations, laboratory and field work. Two points. Elective. All college year. Two hours of laboratory work per week will be required. The collection of an herbarium from the local flora is prescribed.

Course 2. Physiology of Plants, from a Standpoint of Nutrition. This course will discuss plants and plant products from the standpoint of their nutritive value to animals and human beings. The component elements responsible for the nutritive value will also be considered. This course is valuable to any woman who has for her duty the ordering of food for a household or for a community. Two points. Elective. Sophomore and Junior years. Open also to special students.

Course 3. Comparative Anatomy and Embryology and Physiology. Dissection of vertebrates, with reference to a study of their various organs, in regard to structure, functions and systematic relations. Two points. Elective. Junior and Senior years. Supplemented by four hours per week of laboratory work.

Course 4. Advanced Physiology. Dissection, experiments and microscopic examinations of tissues. Lectures, recitations and discussions. One point. Elective. Senior year.

PHYSICS

Course 1. Elementary Physics. Mechanics, Sound, Light, Heat, Electricity and Magnetism. Lectures and recitations, two hours a week; laboratory practice, two and one-half hours a week. This course is intended for students who have not offered Physics at entrance. Four points.

Course 2. General Physics. Sound, Heat, Light, Electricity and Magnetism. Lectures, collateral reading, recitations and laboratory practice. For students who have had Elementary Physics. Two hours per week. Three hours of laboratory work. Four points.

Course 3. Mechanics and Properties of Matter. Lectures, fully illustrated by experiments, collateral reading and recitations. This course is of the same grade as Course 2 and presupposes Elementary Physics. Two hours per week. Elective. All years.

Course 4. Light. Lectures, experimental demonstrations and recitations. This course discusses the phenomena

of wave propagation, double refraction, polarization and interference. Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Theoretical Physics. Selected topics, lectures, collateral reading, recitations. For students who have had Mathematics IV. Two hours per week. Four points. Elective. Junior and Senior years.

CHEMISTRY

Course 1. General Chemistry. Occurrence, preparation and properties of the elements and their principal compounds. Laws of chemical combination, symbols and nomenclature, equations, atomic theory, valency, periodic law. All students are required to take this course or the corresponding course in Physics. Two hours. Four points. Junior year.

Course 2. Qualitative Analysis. Practical methods of separating and recognizing the elements present in mixtures. A more detailed study of the properties and characteristic reactions of the metallic elements. Two hours. Four points. Elective. Junior and Senior years.

Course 3. Lectures on the Application of Chemical Facts and Principles to Common Life. For students who have taken Course 1. Two hours. Four points. Elective. Senior year.

ASTRONOMY

Course 1. Descriptive Astronomy. The celestial sphere. The solar system. The stellar system. Astrophysics. Lectures. Research work. Observation of heavenly bodies. One point. Elective. Junior and Senior years.

Course 2. Observational Astronomy. A study of the surfaces of the sun, the moon and the planets. Lectures. Readings. Use of telescopes. One point. Elective. Junior and Senior years.

Course 3. Mathematical Treatment of General Astronomy. A study of the transit instruments. A study of orbits

and the determination of time. The motion of the solar system. Prerequisite, Spherical Trignometry and Course 1 in Astronomy. One point. Elective. Senior year.

MATHEMATICS

Course 1. Solid Geometry. This course includes the subject matter presented by standard college texts; demonstration of theorems relating to lines and to planes in space; properties, areas and volumes of polyhedrons, cylinders, cones, frustra, spheres, spherical polygons and segments. Original exercises in the computation of areas and volumes are required. Two hours per week. Four points. Required. Freshman year.

Course 2. Advanced Algebra. This course presupposes a knowledge of quadratics. The subjects for advanced study will be chosen from such topics as Progressions, Permutations and Combinations, Continued Fractions, Undetermined Coefficients, Determinants, Series, Logarithms, Equations of Higher Degrees and Theory of Equations. Two hours per week. Two points. Required. First half of Sophomore year.

Course 3. Trigonometry. Following a discussion of different systems of angle measurement, trignometric functions will be defined and graphically illustrated. Logarithms will be applied to the solution of right triangles, to be followed by a study of trignometric equations, inverse functions, and the solution of oblique triangles. Spherical triangles and applications to Astronomy and to Navigation. Two hours per week. Two points. Required. Second half of Sophomore year.

Course 4. Analytical Geometry. This course presupposes a knowledge of elementary Algebra, including quadratics, plane geometry and trigonometry. It will apply the principles developed by these subjects to the analytical investigation of the properties of straight lines, the circle, conic sections, the ellipse, the hyperbola, the parabola; selected curves, such as the witch, cissoid, spiral of Archi-

medes and elementary properties of higher plane curves. Two hours per week. Four points. Elective. Junior and Senior years.

Course 5. Differential Calculus. The aim of this course is to present the fundamental concepts and methods of the differential calculus in a manner adapted to illustrate both its importance as an instrument of investigation and its excellence as typifying a higher mode of thought. It will be adapted to the needs of students and will treat such topics as functions, their notation and differentiation, simple applications of the derivative, successive differentiation, maxima and minima, indeterminate forms, partial differentiation, envelopes, series, expansion of function, Taylor's theorem, Maclaurin's theorem, curves, applications to other fields of thought. Two hours per week. Four points. Elective. Junior and Senior years.

Course 6. Integral Calculus. A continuation of Course 5; derivation of formulæ of integration, integration by rationalization, by parts, by substitution of a new variable; the definite integral, summation, applications to the calculation of lengths, areas and volumes, simple, differential equations. Two hours per week. Four points. Elective. Junior and Senior years.

Course 7. History of Mathematics. A general view of the historical development of the elementary branches of Mathematics (arithmetic, algebra, analytic geometry, trigonometry, differential and integral calculus) from ancient times to the present date. Mathematics in the Nineteenth Century. The purpose of this course is to show, to those who are preparing to teach mathematics, the evolution and usefulness of this science, and to enable them to trace the causes of its development or stagnation in various periods.

Course 8. Theory and Practice of Teaching Mathematics in Elementary and Secondary Schools. Lectures, discussions and practice teaching in all grades of elementary and secondary schools. The purpose of this course is to place before the prospective teacher the psychological principles underlying the teaching of all branches of elementary

mathematics, and to discuss the best methods of presentation. The latest and best text-books in each branch are discussed. Two hours per week. Four points. Elective. Junior and Senior years.

MUSIC

Course 1. Theory of Music. Lectures and divisional work in ear training, analysis and elementary harmony. Required of students receiving credit for practical courses. Two hours, throughout the year. Four points.

Course 2. Harmony. Diatonic and chromatic harmony in major and minor. Ear training. Keyboard drill, analysis, harmonizing of melodies, composition of simple pieces. For students who have taken Course 1 or its equivalent. Two hours a week. Four points. Elective. All years.

Course 3. Musical Form and Free Composition. The chief forms of music are studied, culminating in the Sonata. Lectures and recitations. For Seniors and Juniors who have taken Course 2. Two hours a week. Four points. Elective.

Course 4. Composition and Counterpoint. Detailed study of rhythm, melody, harmonic accompaniment, elements of form. Contrapointal treatment of voice parts. Imitation. The writing of preludes, etc. For students who have taken Course 3. Two hours a week. Four points. Elective.

Course 5. History. General history of music and musicians, with special emphasis on the great masters. For Juniors and Seniors. One hour a week. Two points. Elective.

Course 6. Musical Appreciation. A course designed to develop intelligence in listening to music. One hour a week. Two points. Elective.

Course 7. Theory and Practice of Teaching Music, with Emphasis upon Teaching Music in Elementary Schools. For Seniors and Juniors. Not counted toward degree. One hour a week, one semester. One point. Required of students preparing to take License No. 1 in New York City.

ART

Course 1. Drawing in outline from objects, casts and from life.

Course 2. Drawing in light and shade from casts and from life. Painting from still life.

Course 3. Drawing and painting from life modeling. Elements of composition. For students who have taken Course 2.

Course 4. Drawing and painting from life; landscape painting; modeling; advanced composition.

Course 5. An Introductory Course in the History of Ancient, Classic and Modern Art. Reference Books: D'Anvers' "History of Art"; Lübke's "History of Art"; Fergusson's "History of Architecture"; Perry's "Greek and Roman Sculpture"; Woltmann and Woermann's "History of Painting."

I. The Origin and Beginnings of Art. 1. Primitive and prehistoric monuments.

II. The Science of Archæology. 1. History of modern archæological progess. 2. Recent important excavations.

III. The History of Architecture. 1. Introduction—Technical terms; principles of architectural design. Materials and functions of architecture. 2. The Monuments of Egypt—Egyptian civilization. The Pyramid builders. The ruins of Thebes and Memphis. 3. Architecture in Western Asia—Arabian archæology; temples and fortresses. Temples, tombs and palaces of Chaldea, Assyria, and Persia. Phœnician monoliths: the colonies of Phœnicia. 4. Architecture in Ancient Greece—The heroic age in Greece and Mycenæan civilization. Characteristics of Grecian architecture; the three orders. The periods of Phidias, Praxiteles and Alexander. 5. The Architecture of Ancient Rome—Etruscan art: its relation to Greece and Rome. Architecture during the reigns of the Etrurian Kings. Rome under the Cæsars. 6. Early Christian, Byzantine and Romanesque Architecture—Catacombs: Early Christian Basilicas. Peculiar characteristics of Byzantine architecture. The system

of Romanesque architecture. 7. Saracenic Architecture—Characteristics: Its mural decorations. Its monuments: In Egypt, Persia, Turkey, Spain, and Morocco. 8. Gothic Architecture—Its constructive and decorative ornamentation. The birth of the Gothic cathedral. Typical cathedrals and their history. 9. The Renaissance Architecture—The Three Schools of the Italian Renaissance. Renaissance architecture in Northern and Western Europe. The decadence of Renaissance architecture in the Seventeenth and Eighteenth centuries. The classic revivals in Europe. 10. Recent Architecture in Europe—Modern conditions. The Victorian Gothic of Great Britain. France, Germany, Austria and Italy. 11. Architecture in the United States—Its historical development. Recent architecture: French influence.

IV. The History of Sculpture. 1. Introduction—Varieties; materials; technical processes. Drapery and color in sculpture. Favorite subjects in different nations and ages. Primitive sculptures of Asia, Africa and America. 2. Egyptian Sculpture and Design. Three periods of Egyptian sculpture. Themes and characteristics of Egyptian sculpture. The Lotus, mother of ornament. 3. Sculpture in Western Asia—Chaldean mythology: Assyrian bas-reliefs. Persian remains. Phœnician and Cypriote sculpture. 4. The Rise and Progress of Greek sculpture. Classic myths as illustrated in Greek sculpture. The four periods of Greek sculpture characterized. The schools of Rhodes and Pergamos. Causes of the decadence of Greek sculpture. 5. Sculpture in Rome—Etruscan and Greek sculpture among the Romans. The bronzes of Herculaneum and Pompeii. Roman portrait sculpture. Historic and decorative reliefs. 6. Development of Christian sculpture. Early Christian sculpture: Statuary; sarcophagi. School of Byzantium: Ivory carving; metal work. 7. Sculpture and Ornament of the Renaissance. Importance of the Italian revival. The Pisan School of the Fourteenth Century. The Florentine School of the Fifteenth Century. The great masters of Florentine sculpture. 8. Modern Sculpture of the Seven-

teenth and Eighteenth Centuries—Students of the antique. General art study and criticism. Decadence of sculpture. 9. Nineteenth Century Sculpture and its Aspirations—National Development in France, England and America. American monumental sculpture. 10. Sculpture in the Museums of Europe and America.

V. The History of Painting. 1. Introduction. Origin: Archæological discoveries. The conventions of painting. The "Old Masters." 2. Painting in Egypt and Western Asia—The best period of Egyptian decorative art. Mural paintings in the tombs. The pictorial art of Western Asia. 3. Painting in the Classical Period—The varieties of classic art in color. The four epochs in painting in Greece. Vase painting in Greece and in her colonies. Mural paintings found in Etruscan tombs. The Græco-Roman School: Pompeii and Herculaneum. Landscape painting under the Roman Empire. Degeneration of classic art. 4. Early Christian Painting. Paintings in the Catacombs and Christian cemeteries of Rome and Naples. Byzantine details and ornamental system: The history of Mosaic decoration. The Mosaics of Rome and Ravenna. 5. Renaissance Painting in Italy—The beginnings of Italian painting as a fine art. The three centers: Siena, Pisa, and Florence. Cimabue and Giotto: the Giottesqui. Giotto's influence on the Fourteenth Century. Impetus given to painting by the goldsmith's art. Development of the Renaissance. The greatest masters of Renaissance painting. The great Venetian colorists. Decadence: The Eclectic and Naturalistic Schools. 6. The Renaissance in Northern and Western Europe. Painting in Germany and the Netherlands. The Dutch School. The influence of Venetian art in Spain. The great painters of Spain. 7. The Evolution of French Painting. Book illumination and glass painting of the Fourteenth Century. The influence of the Italian Renaissance. Development of Landscape painting. Fontainebleau-Barbizon School. 8. Painting in England—Early attempts in decoration and painting. Influence of foreign schools on English art. Period of English development: the Eighteenth Cen-

tury. Painters of the true English School. The Landscape painters. Victorian art: The Pre-Raphaelite Brotherhood. The Scottish School of painting. 9. Painting in America—Conditions governing American art: Its historical development. French influence: Landscape and marine painters. American masters of painting. 10. Paintings in the Museums of Europe and America.

VI. The Important Part Played by the Catholic Church in the Development of Art. 1. Ecclesiastical Architecture of the Middle Ages—The Church as Art Patron. The Monks as architects. Cathedrals and cloisters of the South of France. Gothic cathedrals and their ideal beauty. 2. The Development of Christian Sculpture. Rude symbols, church statuary and picturesque reliefs. The Pisan School of the Fourteenth Century. The chiseled stone work of the cathedral builders. Italian sculpture of the Renaissance. Religious sculpture in Spain. 3. The Birth of Religious Painting. The Christian Byzantine artists. Characteristics and traditions of Christian art. Mosaics and manuscript illuminations in the monasteries. The influence of St. Francis and St. Dominic. The Florentine School: Cimabue, Giotto and Fra Angelico. The Church of St. Francis at Assisi and the Campo Santo at Pisa. 4. The Renaissance—The Fifteenth century: Position of painting in the lives of the people. Precursors of the great masters: The Schools of Umbria and Florence. The greatest masters of the Renaissance: Leonardo da Vinci, Michael Angelo and Raphael. Religious paintings of the Venetian School. 5. Murillo and the Religious Element in Spanish Art. 6. The Religious Art of the Seventeenth Century. 7. The Art Treasures of the Vatican Museum.

VII. Art in the Far East. 1. Christian art in the Orient—Armenia and Russia. 2. Oriental Art in India, China and Japan—The art of the Hindus. India under the great Mohammedan conquerors. Buddhist art in Chinese cities. Art expression in Japan.

PRACTICAL COURSES

Private Work.

Course 1. Pianoforte. General course, including technique, studies and pieces, adapted to the proficiency of the student. One or two lessons a week. Open to all students.

Course 2. Organ. Exercises for mastery of organ technique. Studies in church and concert pieces, choir accompaniments. One or two lessons a week.

Course 3. Violin Studies for Bowing, Intonation, Technique and Interpretation. Concert pieces, sonatas and concertos from the German, French and Italian schools. One or two lessons a week.

Course 4. Voice. General course in voice development, technique and interpretation; progressive vocal exercises, songs. One or two lessons a week.

Course 5. Sight-singing. Class drill with modulator, and in staff notation, with attention given to ear training, tone production and enunciation. This course does not count toward a degree.

Practical work, both vocal and instrumental, may be taken by all students. Such work, if advanced in character, and if accompanied by theoretical work for at least one year, will count toward a degree. Students wishing to have practical courses count, will be examined in quality of work previously done, ability to read music at sight and correctness of ear. Practical courses are subject to specified fees.

In computing hours, six hours a week of practice and lessons count as two hours.

PHYSICAL TRAINING

Course 1. Introductory. Floor work, emphasizing carriage and co-ordination of muscles. Calisthenics. Simple drills, folk dances, military tactics (under the regulations of the U. S. Army), Swedish Gymnastics, Apparatus Work, with special attention to hygienic grading and regulation in work according to individual needs and conditions. Med-

ical and physical examination required. Required for students of the Freshman year.

Course 2. Aesthetic Gymnastics. Special application of rhythm in physical training, as in club swinging, dancing steps, etc. Advanced work in military tactics (U. S. Army). Required for students of the Sophomore year.

Course 3. Fencing and archery for students of the Second Class Juniors and Seniors who have done satisfactory work in Courses 1 and 2. Second semester. Elective. Also a course in methods in presenting free-hand gymnastics, games and folk dances.

Course 4. Special gymnastics for students of Freshman and Sophomore Classes, who are physically unable to take Course I. Required.

Note. A course of six lectures upon personal conduct as affecting health is given by the College Physician; emphasis is placed on dress, exercise, bathing, food, work, rest, etc. All Freshmen are obliged to attend.

SORORITIES.

In connection with many of the departments, sororities are organized under joint management of teachers and students. One of these clubs is the Alpha Alpha Society, which is confined to Juniors and Seniors. This is a philosophical society devoted to research work. Meetings are held biweekly, when a thesis is proposed, which is defended and objected to by members named by the Moderator.

The Dramatic Society aims to further interest in the study and production of the drama. Two plays are enacted each year, one in New York City in midwinter, and one on the College campus at the close of the College year.

Another Sorority is the Educational Club. The aim of this club is to advance education. Meetings are held once a month, at which some prominent educator is the guest of honor. This club is under the direction of the Department of Education.

The Athletic Association is open to all students. Its

aim is to cultivate interest in physical education and outdoor sports.

COLLEGE TEAMS

College teams are organized and prepared to take part in intercollegiate tournaments, and their work in upholding the honor of the College excites much interest and is a great benefit. The course in athletics covers all track and field athletics, baseball, basket-ball, field hockey, tennis, running, jumping, vaulting, etc.

RIDING

The delightful situation of the College makes it possible for the students to become good horsewomen.

The course in riding consists of twenty ring lessons and fifteen road lessons. The price is inclusive of services of skilled riding masters; the use of safe, well-trained horses, saddles and riding skirts. The class will be chaperoned and the ring will be exclusively occupied during the lessons by young ladies from the College. The fare to and from the Academy is included in the price of the course.

Saddle horses may be obtained at the College for two dollars for single rides. Better arrangements may be made for students who desire to take two or more rides a week. Students may bring their own horses and have them boarded for twenty-five dollars per month. Competent chaperones will attend all students upon their rides.

DISCIPLINE OF THE COLLEGE

The students are under the supervision of the religious, though a certain amount of freedom is allowed in order to train them to self-reliance. All Catholic students are obliged to attend Mass in the College Chapel on Sundays, and no student is allowed to leave the campus after 6 P. M. without special permission.

SOCIAL LIFE

Various societies (literary, scientific and musical) give variety to the College life. The students meet in the parlors for a social hour after dinner every evening. There are other social occasions in the class receptions, and more public College receptions, to which the friends of the institution are invited. This intercourse of the students is under the care of the Faculty, and it is the aim of the College to make it a means of social culture.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

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